Meeting of the Academic Senate Executive Committee  
Tuesday, September 20, 2022  
38-114, 3:10 to 5:00pm

I. **Minutes**: None

II. **Communication(s) and Announcement(s)**:

III. **Reports**:
A. Academic Senate Chair:
B. President’s Office:
C. Provost:
D. Statewide Senate:
E. CFA:
F. ASI:

IV. **Business Item(s)**:
A. Appointments to Academic Senate Committees for the 2022-2023 term (pp. 3-7)
B. Appointments to University Committees for the 2022-2023 term (pp. 8-10)
C. Approval of Jennifer Carroll (CSM) as substitute for Eric Kantorowski for Fall Quarter 2022
D. Approval of Angelos Sikalidis (CAFES) as substitute for Yiwen Chiu for Fall Quarter 2022 and Winter Quarter 2023
E. Approval of Phil Yoshida, PCS, to fill the one PCS vacancy on the Academic Senate for the 2022-2024 term
F. Approval of Grants Review Committee having 2 co-chairs with 4 units of assigned time divided between Jane Lehr (CLA) and Sarah Lester (PCS)
G. Approval of 2022-2023 Committee Charges: (pp. 11-13)
H. [TIME CERTAIN 3:45 P.M.] CONFIDENTIAL: Naming Opportunity by Jessica Darin, Chief of Staff, and Zachary Smith, Vice President of University Development and Alumni Engagement (Materials will be provided electronically)
I. Resolution on Suspending Term Limits for Academic Senate Curriculum Committees During Quarter-to-Semester Conversion: Thomas Gutierrez, Academic Senate Chair (pp. 14-15)
J. **Resolution on Modifications to the Bylaws of the Academic Senate**: Thomas Gutierrez, Academic Senate Chair (pp. 16-18)
V.  **Discussion Item(s):**  
A.  **MS PVC Pilot Suspension:** Bruno Giberti, Academic Programs and Planning (pp. 19-22)

B.  **[TIME CERTAIN 4:00 P.M.] CONFIDENTIAL Commencement Operations Update:** Keith Humphrey, Vice President of Student Affairs (Materials will be provided electronically)

VI.  **Adjournment:**
Statements of Interest Received for
2022-2024 Academic Senate Committee Vacancies by College
(All appointments are for 2-years unless noted below)

**College of Architecture and Environmental Design**

Curriculum Committee 2022-2024
DTA 2022-2024

Dale Clifford, Architecture (8 years at Cal Poly) Tenured
Hello, I received the DTA and currently sit on the committee. If needed, I would be happy to continue to serve. Thank you, Dale

Diversity 2022-2024
Instruction 2021-2023

RSCA 2022-2024

Adrienne Greve, City and Regional Planning (15 years at Cal Poly) Tenured
As a faculty member, I have learned value of research and other outside effort for mentorship of junior colleagues and students. I have also experienced frustration with the logistics of engaging in such activities.

**College of Agriculture, Food and Environmental Sciences**

Sustainability 2021-2023

Anastasia Telesetsky, Natural Resources and Environmental Sciences (2 years at Cal Poly) Tenure Track
I am interested in serving the remainder of the term for the Academic Senate's Sustainability Committee and contributing to creating a campus culture where sustainability is a core consideration of university-wide decisions rather than being an "add-on" to activities. As a member of the Natural Resources and Environmental Science department, I teach sustainability considerations in my water law and policy and my environmental policies courses. I participated in 2021-2022 in the CSU-wide Climate Solutions Community of Practice. While I think that students are learning about frameworks sustainability across many difference disciplines, they are not experiencing sustainability in their day to day experience on the Cal Poly campus because it can be hard to make transitions to system-wide sustainable practices. If I am able to serve on this committee, I would like to see Cal Poly departments adopt triannual sustainability audit practices to determine what targeted improvements can be made to reducing resource use and literally "greening" the campus including designing more people-oriented green spaces for student and faculty interactions and student activities.

Nicholas Williams, Natural Resources and Environmental Sciences (3 years at Cal Poly) Tenure Track
I am an environmental social scientist who combines qualitative and quantitative research methods to examine the ways in which socio-political, economic, and ecological processes shape natural resource use and decision-making. I received my
Ph.D. from the Department of Anthropology at the University of California, Santa Barbara in 2015. Following a postdoctoral fellowship in the Environmental Studies Program at the University of Colorado Boulder, I joined the faculty of Worcester Polytechnic Institute's Interdisciplinary and Global Studies Division. I was previously a full-time lecturer in NRES at Cal Poly. Through these opportunities, I have applied my expertise in collaborations with researchers and policymakers in California, South Asia, and Latin America, project-based teaching, and experiential learning programs in southwest Africa and the Caribbean. Ultimately, the transdisciplinary perspective in which my research is rooted is fundamental to effective sustainability policy and, paired with my varied academic experiences, positions me to make useful and progressive contributions to CAFES and the University through the Sustainability Committee.

**College of Engineering**

Distinguished Teaching Awards Committee 2022-2024

**John Chen, Mechanical Engineering (14 years at Cal Poly) Tenured**

As a previous recipient of this award, I am grateful for the hard work of this committee and wish to contribute to its mission by serving on this committee. I am interested in seeing how this committee works and in reviewing the work of the many worthy nominees. I expect to learn a lot from this experience.

As a long-time faculty member, I know that the hard work that instructors put into their classes is usually not recognized. I also know that the work is never easy. The Distinguished Teaching Award is the highest recognition that an instructor is likely to receive during their career, and I want to contribute to awarding it to a deserving faculty member.

**GEB 2022-2025**

**Eric Mehl, Aerospace Engineering (18 years at Cal Poly) Tenured**

For the past four years I have served as AD for CENG and have therefore not been particularly active with the AS. Prior to my role as AD I was a Senator and served on various AS committees, including the Executive Committee. I have always enjoyed this work and would like to get involved again.

As the representative from CENG, I want to be involved in discussions and innovation in GE as we transition from quarters to semesters. I have good working relationships with many colleagues from all colleges and am comfortable working across colleges. I want to find ways to emphasize the importance of a general education for engineering students. I also have ideas on how to better connect the accreditation requirements of our programs (via ABET) and how GE can help our students achieve those outcomes.

**Instruction 2022-2024**

**College of Liberal Arts**

**DSA 2022-2024**

**Rachel Ma, Graphic Communications (4 years at Cal Poly) Tenure Track**

As a researcher and educator strive for excellence, I’m committed to serve and promote ongoing scholarship at Cal Poly. I successfully secured both external ($42,455) and
internal grants ($12,224) since my appointment at GrC, and I enjoy collaborating with scholars from different background on interdisciplinary projects. I’m confident that my professional and educational background, accompany with my ethics and drive for excellent scholarship, would be a great asset to the DSA committee.

Grants Review 2022-2024

Jane Lehr, Ethnic Studies (15 years at Cal Poly) Tenured

Please see a brief description of my background, accomplishments, etc. below. I would like to represent the College of Liberal Arts on this committee to ensure continued equity of consideration for CLA disciplines as part of the Student Research Competition, RSCA, and other duties as the GRC is assigned. I am focused on transparency, process, and equity in all of my campus roles.

Jane received her M.S. & Ph.D. in Science & Technology Studies from Virginia Tech, with a graduate certificate in Women’s Studies. She received her B.A. in Art History with concentrations in Visual & Cultural Studies and Architecture, Methods & Materials from the University of Rochester. Prior to joining Cal Poly, she served as a postdoctoral research officer in the NSF-funded Centre for Informal Learning & Schools at King’s College, University of London. She joined Cal Poly in 2007 and is a Professor in Ethnic Studies and Women’s, Gender & Queer Studies and is affiliated faculty in Science, Technology & Society, the Center for Engineering, Science & Mathematics Education (CESAME), and the department of Computer Science & Software Engineering. Jane has an active research agenda focused on social justice and STEM education, with active grant funding from the National Science Foundation (NSF) and the California Institute for Regenerative Medicine (CIRM).

Jane also has extensive university experience working within the Cal Poly research infrastructure. In 2019-20, Jane served on the CLA Task Force on Research Engagement. She currently serves as the Founding Director of the Office of Student Research in the division of Research, Economic Development & Graduate Education (R-EDGE), and has served as a liaison to the Cal Poly Academic Senate Grants Review Committee for the last 2 years. As part of the R-EDGE Leadership Team, she participated in the development of the first Diversity, Equity & Inclusion Action Plan for the division. Jane is an award-winning teacher scholar, including the Don and Paula Heye Annual Award for Outstanding Club Advisement (2020), Campus Health and Wellbeing Safer Faculty Partner of the Year (2019), and the Cal Poly College of Liberal Arts Faculty Diversity Award (2019).

College of Science and Math
Grants Review 2022-2024

Philip Costanzo, Chemistry (15 years at Cal Poly) Tenured

Have been actively involved in leading an undergraduate based research group will at Cal Poly.

GEGE 2020-2023
Orfalea College of Business
Budget and Long Range Planning 2022-2024

Brian Ayash, Finance (8 years at Cal Poly) Tenured
I have always enjoyed reading and presenting financial statements. I obtained a CPA, CFA and CIRA after completing an MBA in finance and accounting. My expectations are that I can contribute immediately to the discussion given my proficiency with budgeting and planning, and financial literacy in general. My general goal would be to assist as needed and I hope to contribute to the information gathering, reporting and interpreting to make an arcane subject accessible.

Adam Bordeman, Accounting and Law (7 years at Cal Poly) Tenure Track
As a member of the accounting faculty at the Orfalea College of Business, I believe I am qualified to serve on the budget and long range planning committee for the next term cycle. Prior to entering academia, I practiced as an accountant/auditor and I am a licensed CPA (my license is currently in "inactive" status). I hope to contribute my expertise to the committee and the ongoing budget objectives of the University. I hope to gain an in-depth understanding of the University budgeting process; how funds are allocated from the state to the CSU, how funds are allocated within the CSU, and how budgets are created within the colleges. I also look forward to collaborating with other faculty and administrators across campus to address the complex budget issues facing the University.

DTA 2021-2023
Li Dang, Account and Law (16 years at Cal Poly) Tenured
Teaching excellence is central to the academic mission. In my dozen plus years in the classroom, this remains my priority in practice. As senior faculty and a department chair, my responsibility has been to recruit and nurture teaching excellence among colleagues. I’ve taught at multiple institutions and at both undergraduate and graduate levels and have been recognized for my teaching. Contributing to recognizing teaching excellence among Cal Poly peers as a member of the DTA committee would be an honor.

Diversity 2022-2024
John Dobson, Finance (32 years at Cal Poly) Tenured
I took the CTLT course last year on ‘Diversity and Inclusion’, and would like to continue my activity in this area.

GEBG 2020-2023
Grants 2022-2024
Miranda Yin, Marketing (1 year at Cal Poly) Tenure Track
As a junior faculty, I am passionate about research and student success. My own primary research interests are in prosocial consumer behavior and corporate social responsibilities. My research has been published at top tier marketing journals and have received some media attention. I was also honored to receive the 2022-2023 RSCA
grant. As I continue to learn and grow in conducting meaningful research, I would like to contribute my efforts to faculty and student research and learn from everyone in the committee! Thank you for this great opportunity.

Professional Consultative Services
Curriculum Committee 2021-2023
DTA 2021-2023
Fairness 2022-2024
Sustainability 2021-2023
Statements of Interest Received for
2022-2023 University Committee Vacancies
(All appointments are for 1-year unless noted below)

Academic Assessment Council:

CAED (2022-2025)
CAFES (2022-2025)
PCS (2021-2024)

Campus Safety and Risk Management Committee: One vacancy (2022-2024)

Rob Cater, Industrial and Manufacturing Engineering (16 years at Cal Poly) Lecturer
I have been the Chair of the IME Safety Committee for five years which has been productive and rewarding. I am passionate about safe, efficient lab and shop spaces. We successfully implemented RSS, are up-to date with lab/shop inspections and improved long-term safety through collaboration with Christina Juarez and her team as well as facilities services for structural areas. I wish to expand this service commitment to share best practices and improve safety further at the college and university.

Lonny Simonian, Construction Management (17 years at Cal Poly) Tenured
I’m interested in serving on the committee to assist with policies that ensure the health and safety of all members of the campus community. This could include emergency planning, worker safety, wellness programs, health issues, safety programs and inspections, etc. I served on a similar committee during my career as a Project Manager at Lawrence Berkeley Lab.

Commencement Policy Committee

CAED – (2022-2024)
CAFES – (2021-2023)
CENG – (2021-2023)

Disability Access and Inclusion Committee: Two vacancies (2022-2024 and 2022-2024)

Heather Cribbs, Library (2.5 years at Cal Poly)
As Systems Librarian for the REK Library, I am actively engaged in remediating our digital content for accessibility and improved access. I have a deep commitment to serving those with disabilities as well as a belief in universal design and how it improves for all users, not just those with obviously disabilities. I have completed several training courses related to increasing accessibility including the CSU sponsored "Make accessible documents and PDFs" last Spring. Previously, I worked for the CSUB Library and was responsible for assessing all physical spaces for accessibility standards to meet the Federal Depository Library requirements. I measured bookshelves and spacing in the Library to make recommendations for space accommodations and lowering/raising bookshelf height as appropriate. I have served on several CSU wide committees, but am excited to bring my skills and expertise to our campus to server students, faculty, and staff.

Francisco Fernflores, Philosophy (22 years at Cal Poly) Tenured
I have completed the "Creating Accessible Course Materials" workshop at CTLT.
Years ago, back in early 2000s, I maintained our department website and ensured ADA compliance throughout.

I was awarded the DTA in AY 2020-21, which I mention only because this would not have been possible if I did not create an inclusive environment for all of my students.

Recently, I have supervised philosophical research by undergraduate students in the broad area of philosophy of disability. I am one of only two or three of us in the philosophy department that explicitly support, and advocate for, this kind of research.

My goal is to make all of my teaching resources 100% ADA compliant, though I have a ways to go especially for one of my symbol-heavy courses.

I am committed to equity and inclusion for all peoples on campus.

Rachel Ma, Graphic Communications (4 years at Cal Poly) Tenure Track
As a researcher and educator, I'm committed to advocate for a diverse, equitable and inclusive learning environment for all individuals at Cal Poly. Besides that, I received training from CTLT workshops such as "Inclusive Course Design", and I'm experienced to work with students, colleagues and friends with special needs. I very much enjoy collaborating with individuals from a diverse background, which always makes me humble. I am confident that my professional and educational background, accompany with my ethics and a drive for results, would be a great asset to the Disability Access Committee.

Graduation Writing Requirement (GWR) Advisory Board:
CAED (2022-2024)
CLA (2022-2024)
Krista Kauffmann, English (10 years at Cal Poly) Tenured
I have a long-standing interest in writing pedagogy. I regularly teach GWR courses, as do most of my colleagues in the English Department. In addition, I taught composition courses at other institutions and worked as a peer-tutor at the University of Wisconsin Writing Center as a graduate student.

Allison Myers, Art and Design (2 years at Cal Poly) Tenure Track
As an art historian in a department geared towards hands-on making, I am deeply invested in finding ways to improve my students' writing abilities. I'd like to become more engaged with this issue at the university level through the GWR advisory board. While the GWR is a CSU-wide program, I'm especially interested in how we can adapt the program to best serve Cal Poly's "Learn by Doing" pedagogical model.

OCOB (2022-2024)
PCS (2022-2024)

Intellectual Property Review Committee:
CLA – (2022-2025)
David Askay, Communication Studies (9 years at Cal Poly) Tenured
I am interested in serving as the CLA representative for the Intellectual Property Review Committee. My role as a faculty fellow in the Center for Innovation and Entrepreneurship has exposed me to many of the great innovations coming out of Cal Poly across campus. I can bring this experience and interest to help meet the goals of this committee.

Semester Conversion Steering Task Force:
CAED

Status of Women Committee:
CAFES – (2022-2024)
CENG – (2021-2023)
OCOB – (2022-2024)

University Union Advisory Board: One vacancy (2022-2023)
Charges for AY 2022-23
Academic Senate Committees

Budget and Long-Range Planning Committee (met with Steve 8/9/22)
• Work with Administration & Finance Services, Academic Affairs, and Strategic Enrollment Management to help develop a standard of reporting for the annual CBF report. AY 2022-23
• Continue to work with Administration and Finance and Academic Affairs to improve collaboration, narrative, and transparency. Ongoing
• Discuss impact of quarter-to-semester (Q2S) conversion on BLRP policy and procedure and draft revision plans as needed. Ongoing through conversion
• Review and modify committee procedures and bylaws as needed. Ongoing

Curriculum Committee (met with Greg 8/5/22)
• Review of curriculum proposals. Ongoing
• Review and revise existing curricular policy in the context of Q2S conversion (including minors, senior projects, concentrations, and graduate certificates). Ongoing through conversion
• Develop coherent policy on minors with regard but limited to size of minors, numbers of upper- and owner-division courses, overlap between majors/minors and minors/minors. Draft resolution for Senate consideration. AY 2022-2023
• Develop Prior Learning Policy in collaboration with Academic Programs and Planning (APP). AY 2022-23
• Discuss whether limits on the number of degree-applicable units from co-curricular or learn-by-doing-type courses is appropriate. AY 2022-23
• Review and modify committee procedures and bylaws as needed. Ongoing

Distinguished Scholarship Awards Committee (met with Lars 9/7/22)
• Evaluate candidates and recommend recipients for the Distinguished Scholarship Award (DSA). Ongoing
• Discuss impact of Q2S conversion on DSA policy and procedure and draft revision plans as needed. Ongoing through conversion
• Review and modify committee procedures and bylaws as needed. Ongoing

Distinguished Teaching Awards Committee (met with Brian 8/8/22)
• Evaluate candidates and recommend recipients for the Distinguished Teaching Award (DTA). Ongoing
• Discuss impact of Q2S conversion on DTA policy and procedure and draft revision plans as needed. Ongoing through conversion
• Review and modify committee procedures and bylaws as needed. Ongoing

Diversity Committee (met with Christine 8/11/22)
• Review proposals for the faculty Assigned Time for Exceptional Service to Students (ATESS) program. Ongoing
• Interpret and report annually to the Academic Senate on data collated by Office of University Diversity and Inclusion (OUDI), with specific attention to assessing data completeness and monitoring status of and trends in hiring, recruitment, and retention. Ongoing
• Discuss impact of Q2S conversion on Diversity Equity and Inclusion (DEI) policy and procedure and draft revision plans as needed. Ongoing through conversion
• Review and modify committee procedures and bylaws as needed. Ongoing
• Explore the process of expanding services to include all university constituents into Cal Poly’s existing ombuds office in collaboration with the provost’s office and other stakeholders. AY 2022-2023

Faculty Affairs Committee (met with Ken 8/3/22)
• Update University Faculty Personnel Policies (UFPP) as necessary especially chapters on: sabbatical/DIP leave, ATESS, evaluation of instruction and professional services (including student evaluations), professional development, and service. **Ongoing**

• Clean up UFPP to be "term neutral" in anticipation of Q2S. **AY 2022-23**

• Update policies on department organization and reorganization for UFPP in collaboration with APP. **AY 2022-23**

• Review and modify committee procedures and bylaws as needed. **Ongoing**

**Fairness Board (met with Corinne 9/16/22)**

• Address academically related, grading, matters for students and instructors. **As needed**

• Develop a clear flow chart for students who appeal to the Fairness Board. **AY2022-23**

• Review bylaws to consider issues such as grievances after graduation and 60-day grade change requirement and who, other than the students, is entitled to be involved or informed with regards to a case. **AY2022-2023**

• Discuss revisions to academic honestly policy (AS-722-10) and recommend policy changes; focus on plagiarism and grade resolution procedure. **AY2022-23**

• Discuss impact of Q2S conversion on Fairness Board internal policy and procedure and draft revision plans as needed. **Ongoing through conversion**

• Review and modify committee bylaws as needed. **Ongoing**

**GE Governance Board (met with Dustin 8/11/22)**

• Discuss impact of Q2S conversion on GEGB policy and procedure and draft revision plans as needed. **Ongoing through conversion**

• Review and modify committee procedures and bylaws as needed. **Ongoing**

• Review curriculum proposals, including proposals for semester conversion. **Ongoing**

• Work with campus stakeholders to coordinate course proposals with semester conversion guidelines and timelines. **Ongoing through conversion**

• Work with campus stakeholders on implementation on AB298. **Ongoing**

• Suspend C/D upper division GE recertification. Communicate to college and departmental curriculum committees about guidelines for recertification during semester conversion. **Ongoing**

**Grants Review Committee (met with Dawn 9/6/22)**

• Review of Research, Scholarship, and Creative Activities (RSCA) Grants and other special initiatives as needed. **Ongoing**

• Discuss impact of Q2S conversion on GRC internal policy and procedure and draft revision plans as needed. **Ongoing through conversion**

• Review and selection of student delegates for the CSU Student Research Competition. **Ongoing**

• Review and update committee procedures, policies, and bylaws. **Ongoing**

**Instruction Committee (met with Kris 9/1/22)**

• Work with the Registrar’s Office and other stakeholders to discuss and make recommendations to the Executive Committee regarding the academic calendar. **Ongoing**

• Discuss calendar options through the first year of Q2S. **Ongoing**

• Discuss impact of Q2S conversion on ASIC internal policy and procedure and draft revision plans as needed. **Ongoing through conversion**

• Identify ASIC scope of responsibility and jurisdiction during Q2S. Discuss impact of Q2S conversion on university instruction logistics, policy, and procedures and work with APP and stakeholders to draft revision plans as needed. **Ongoing through conversion**

• Investigate approving a generalized “calendar rubric” to inform calendar best practices moving forward into semesters. **AY2022-23**

• Review and modify committee procedures and bylaws as needed. **Ongoing**
**Research, Scholarship, and Creative Activities Committee (met with Jesse 8/23/22)**
- Develop ideas for the teacher-scholar model in a semester framework in collaboration with the Provost, the Q2S steering committee, and other stakeholders. **Ongoing through conversion**
- Discuss impact of California state travel bans on research/scholarship/creative activity. **AY2022-23**
- Discuss impact of quarter-to-semester conversion on RSCA policy and procedure and draft revision plans as needed. **Ongoing through conversion**
- Review and modify committee procedures and bylaws as needed. **Ongoing**

**Sustainability Committee (met with Jay 8/4/22)**
- Review and modify committee procedures and bylaws as needed. **Ongoing**
- Implement AS-787-14 (“Resolution on Sustainability”). **Ongoing**
- Implement AS-923-21 (“Resolution to Display Sustainability Courses in the Catalog”). **AY 2022-23**
- Discuss updating the Sustainability Learning Objectives. **Ongoing**
- Work with ASI, Facilities, and other campus stakeholders to connect sustainability education with co-curricular activities and campus life. **Ongoing**
- Assist university facilities staff and administrators in efforts to achieve a carbon-neutral, zero-emissions, AASHE-STARS platinum-rated campus. **Ongoing**
- Discuss impact of quarter-to-semester conversion on sustainability policy and draft revision plans as needed. **Ongoing through conversion**
- Review and modify committee procedures and bylaws as needed. **Ongoing**

**USCP Review Committee (met with Grace 8/12/22)**
- Work with ASCC and GEGB to design and implement a plan for curricular review of all existing courses with USCP designation. **Ongoing**
- Review and modify committee policies and procedures as needed. **Ongoing**
- Discuss impact of quarter-to-semester conversion on USCP policy and procedure and draft revision plans as needed. **Ongoing through conversion**
- Work with campus stakeholders to coordinate course proposals with semester conversion guidelines and timelines. **Ongoing through conversion**
- Review and modify committee procedures and bylaws as needed. **Ongoing**
- Communicate to colleges and departments about guidelines for USCP recertification. **Ongoing**
WHEREAS, The Academic Senate should avoid placing constraints on Academic Senate curriculum committee participation during quarter-to-semester conversion, particularly for experienced members; and therefore be it

RESOLVED: During quarter-to-semester conversion, starting in AY2022-23, term limits are temporarily suspended for members and chairs on the Academic Senate Curriculum Committee, the General Education Governance Board, the USCP Review Committee, and the Curricular Appeals Committee; and be it further

RESOLVED: Members reaching their term limit during conversion wishing to continue service must still submit a statement of interest and be appointed by the Executive Committee to the respective committee; and be it further

RESOLVED: Term limits will resume at the start of the first semester term, currently Fall 2026; and be it further

RESOLVED: Service prior to conversion will still contribute to term limits once term limits resume; and be it further

RESOLVED: Service during conversion will count as two academic years toward term limits once term limits resume; and be it further

RESOLVED: If the combined service prior and during conversion exceeds the established term limits at the start of the first semester term, then the committee member is termed out; and be it further
RESOLVED: Prior to the start of semesters, the bylaws and constitution shall be appropriately modified to be term-neutral or reflect the semester framework.

Proposed by: Academic Senate Executive Committee
Date: September 20, 2022

(1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.
(2) Indicate if this resolution supersedes or rescinds current resolutions.
(3) If there is no impact on existing policy, please indicate NONE.
RESOLUTION ON MODIFICATIONS TO THE BYLAWS OF THE ACADEMIC SENATE

1 WHEREAS, The Bylaws of the Academic Senate occasionally need to be updated for clarity and to reflect best practices; therefore be it

4 RESOLVED: That the relevant section of the Bylaws of the Academic Senate be modified as shown on the attached copy.

Proposed by: Academic Senate Executive Committee
Date: September 20, 2022
VIII. COMMITTEES

B. MEMBERSHIP

These nominations shall be taken to a meeting of the Executive Committee before the June regular meeting of the Senate. The Executive Committee shall appoint members to standing committee vacancies from these lists. Each appointed member shall serve a two-year term with a maximum appointment of four consecutive terms on one committee. Terms shall be staggered to ensure continuity. Some committees have exceptions to these term length and limits, which are specified in the committee’s description.

The Executive Committee may override term limits when appointing members to committees where only the incumbent is willing to serve in an open spot.

C. COMMITTEE CHAIRS

1. Chairs shall be members of the General Faculty.
2. Committee chairs shall be voting members and may be chosen from inside or outside the committees. The chair need not be an academic senator.
3. The Executive Committee may choose to appoint the committee chairs. If the Executive Committee chooses not to appoint a committee chair, then the chair of that committee shall be elected by a majority vote of the eligible voting members on the committee.
4. If the committee chair is selected from amongst the voting members of the committee, the chair shall remain a voting member. If the chair is selected from outside the committee, or from amongst the eligible non-voting members, then the chair shall serve as a non-voting chair, not representing a particular caucus or unit.

I. COMMITTEE DESCRIPTIONS

1. Budget and Long-Range Planning Committee
(a) **Membership**

*Non-Voting ex-officio members shall be the Provost/Vice President for Academic Affairs or designee, the Vice President for Administration and Finance or designee, and an ASI representative.*

9. **General Education Governance Board**

(a) **Membership**

...  

(4) **The GEGB chair will serve four-year terms for a maximum of 2 consecutive terms.** The GEGB chair will be appointed by the provost following a recommendation from the Academic Senate Executive Committee and the GEB.

...  

(7) **GEGB members will serve three-year terms for a maximum of three consecutive terms.** Faculty members and PCS members on the GEGB will be appointed by the Academic Senate Executive Committee.
Date: 9 September 2022

To: Jay Singh, Program Director, MS Packaging Value Chain
Javier de la Fuente, Area Chair, Industrial Technology and Packaging
Steve Hamilton, Chair, Graduate Programs Committee

From: Damon M. Fleming, Dean

CC: Bruce Greenbaum, Associate Dean for Programs and Learning
Kristy Cutter-Rogers, Director of Finance and Administration

Subject: MS Packaging Value Chain Pilot Program Evaluation

Overview

The Master of Science in Packaging Value Chain (MSPVC) was developed and approved as a five (5)-year CSU pilot program. The program is administered by the Orfalea College of Business (Orfalea) through (and was proposed by) the Industrial Technology and Packaging (ITP) area. The first pilot cohort began in Fall 2018 and the pilot period ends with the Fall 2022 cohort. The program curriculum is targeted for working professionals and is offered using the fully virtual (largely asynchronous) instruction modality. The program is run through Cal Poly Extended Education and faculty instructional assignments are fully off-load.

The Orfalea Dean’s office engaged in substantial consultation over the past three (3) years with the program director related to program viability during the pilot period. An external program review was completed during Spring 2022 that included ITP faculty, program director, Orfalea Graduate Programs Committee (GPC), and Orfalea Dean’s Office. The Orfalea GPC also completed an internal program review in Spring 2022 per college curriculum practices. Following these reviews, the Orfalea Dean’s Office engaged in deep consultation with the program director and ITP Area Chair to: (1) further discuss immediate and ongoing concerns about the viability of the program; and (2) establish commonly accepted data sets for enrollment (including degree persistence and graduation) and historical financial outcomes for the pilot period. The program review reports and consultative feedback inform this evaluation.

1 Due to Orfalea leadership changes, administrators involved in the consultation included Damon Fleming (Dean), Bruce Greenbaum (Associate Dean), Al Liddicoat (Interim Dean), Stern Neil (Interim Associate Dean), J.F. Coget (Associate Dean), and Kristy Cutter-Rogers (Director of Finance and Administration).

2 Concerns were raised by Orfalea GPC committee members about a perceived conflict of interest for the ITP faculty representative during the preparation of the program review report. GPC engaged Academic Personnel and Orfalea Dean’s Office in the matter. The ITP faculty member recused themself and did not participate in the final preparation of the GPC program review report.
The average annual applicant acceptance rate for the program is approximately 89% through the Fall 2021 cohort.3 The program has enrolled a total of 69 students through the Fall 2021 cohort, and a total of 26 students (38%) have graduated as of Spring 2022. A total of 7 students have completed the program within one (1) year (1-year graduation rate = 10%) and 25 students have completed the program within two (2) years (2-year graduation rate = 53%).4 Degree completion timelines and graduation rates are affected by an average cohort discontinue rate after one year of approximately 27%. Of the continuing students enrolled for more than one year, 10 currently have below a 3.0 GPA (the required threshold for graduation). Enrollment for the Fall 2022 cohort is currently expected to be 17 students, before any attrition.

The program is supported by the ITP area. Total enrollment in the ITP undergraduate degree has decreased approximately 9%, from 218 students in Fall 2017 to 198 students in Fall 2021.5 This decline is expected to continue for Fall 2022 based on current enrollment projections (i.e., expected yield is below enrollment target). The current ITP 4-year graduation rate is 64% compared to the Orfalea (college-wide) 4-year graduation rate of 80%.6 Approximately 33% of ITP undergraduate students are enrolled in the packaging concentration.

ITP undergraduate degree curriculum and faculty research require significant ongoing investments in workshops, labs, student assistants, and other physical learning spaces. This is consistent with the Cal Poly learn-by-doing ethos and strategically relevant to Orfalea’s mission “to educate career-ready future business leaders in a polytechnic learn-by-doing environment and produce research that positively influences business and society.” Notwithstanding, ITP currently operates as a bifurcated academic area with the packaging and industrial technology disciplines largely disconnected that creates organizational and budgetary challenges.

AACSB International, the accrediting agency for all Orfalea degree programs, conducted a five (5)-year Continuous Improvement Review in Fall 2017. The Peer Review Team report required two issues related to graduate programs that must be addressed before the next review in AY 2022-23: (1) clarify plans for the size and range of graduate programs; and (2) monitor financial viability of existing programs and consider elimination of programs that are not sustainable.7

CSU policy states that conversion of a pilot program to regular-program status requires: (1) campus commitment of resources to maintain the program beyond five years; (2) a thorough program evaluation that showed the program to be of high quality, attractive to students, and to produce

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3 Orfalea Graduate Programs, 2017-2021 Application Enrollment Graduation Stats.
4 One-year graduation rate reflects the proportion of graduates from the population of originally enrolled students in the Fall 2018 – Fall 2021 cohorts that completed at least one year of the program (i.e., 7/69 = 10%). Two-year graduation rate reflects the proportion of graduates from the population of originally enrolled students in the Fall 2018 – Fall 2020 cohorts that had completed at least two years of the program (i.e., 25/47 = 53%).
7 AACSB Continuous Improvement Review Committee accreditation decision letter, March 2018.
graduates attractive to prospective employers and/or graduate programs; and (3) approval by the Board and the Chancellor after review and comment by the Chancellor’s Office.\textsuperscript{8}

**Pilot Conversion**

After careful evaluation, the Orfalea Dean’s Office does not support conversion of the MSPVC pilot program to regular-program status because of concerns about its strategic relevance, academic impact, and financial sustainability.

**Strategic relevance.** There are serious concerns regarding the strategic relevance of the program. Cal Poly is a comprehensive university with a clear focus on career-ready undergraduate education. Orfalea developed a strategy and guidance for graduate programs per its AACSB requirement. Specifically, Orfalea graduate programs are highly specialized and leverage advanced polytechnic learn-by-doing experiences that enhance the excellence of its undergraduate programs by providing students pathways to advanced education as part of their Cal Poly experience. The fully virtual (largely asynchronous) instruction modality of the program significantly inhibits hands-on experiential learning. Specifically, the program does not sufficiently: (1) leverage the use of significant investments in the ITP workshops/labs and other physical learning spaces; (2) create equitable opportunities for student assistants, research assistants, or teaching assistants; (3) integrate with the undergraduate ITP degree to support enrollment and student learning experiences; and (4) collaborate with related Cal Poly undergraduate programs outside of Orfalea (e.g., CAFES, CENG). Additionally, the market positioning of the program is unclear because “packaging value chain” is not a unit or function within most business organizations;\textsuperscript{9} and consequently, it is unclear how the program fits within the current graduate education market and Orfalea graduate programs portfolio. More broadly, enrollment growth and timely graduation for the ITP undergraduate degree is essential to Orfalea’s mission. Enrollment in the ITP undergraduate program has significantly decreased since Fall 2017 and 4-year graduation rates significantly lag the other Orfalea undergraduate programs. Time and attention must be placed on: (1) branding for ITP programs to grow demand and enrollment yield; and (2) integration among the packaging and industrial technology disciplines within the academic area to improve operational efficiency to support sustainable growth and increase 4-year graduation rates.

**Academic Impact.** There are serious concerns regarding the curricular and post-graduation impact of the program. The assurance of learning plan as currently specified lacks robust process and rigor to properly assess the degree learning outcomes.\textsuperscript{10} This makes it difficult to evaluate the academic quality of the program, an essential element in the AACSB accreditation process. Student degree completion timelines and graduation rates are also significantly lower than all other Orfalea Extended Education Programs.

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\textsuperscript{8} https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/Documents/fast_track_pilot_programs.pdf

\textsuperscript{9} External Program Review report noted “There is no “Value Chain” department or recognized organization within most companies, and therefore using value chain as the program descriptor may limit its appeal or conceal the value proposition” (p. 7). The report further notes “Individuals wanting to advance in their company usually choose between the path of deep expertise within a function, or pivot to a general management track, neither of which this program addresses in full.” (p. 7).

\textsuperscript{10} External Program Review report noted “Syllabi and course material provided did not provide enough detail to determine if specific topics are appropriate or detailed enough to meet the learning objectives” (p. 1).
graduate programs (all programs are one-year completion cohort programs) and the averages for Cal Poly master’s degrees (1-year: MSPVC 10% vs Cal Poly 43%; 2-year: MSPVC 53% vs Cal Poly 79%). In addition, 10 of the continuing students in the program currently have below the required 3.0 GPA threshold for graduation. On balance, these degree completion results indicate students struggle to make reasonable academic progress. Moreover, the current and prospective impact of the program on graduates and prospective employers cannot be sufficiently determined because there is a lack of evidence regarding career readiness or advancement.

Financial sustainability. There are serious concerns regarding the financial sustainability of the program. Extended Education programs use a “self-support” budget model that requires on-going assessment and must maintain financial viability based on appropriate budgets and actual results. The program incurred a cumulative net loss through fiscal year 2020-21. The program moved to financial profitability for fiscal year ended 2021-22, in part, because of the overlap in program cohort enrollments and continuing to avoid costs that threatened long-term programmatic viability. Accordingly, the financial results during the pilot period do not cleanly reflect cohort financial viability and exclude necessary costs to operate a strategically relevant, high-impact program (e.g., student support, faculty support, curriculum development, learning environment support). Financial projections for the program are challenging to accurately estimate because of the historically high discontinuance rates and degree completion timelines for the cohorts. On balance, the outcomes during the pilot period indicate the program seems unsustainable based on appropriate budgets and actual results. Orfalea is unable to commit resources to support the program beyond the five-year pilot period because it would place undue risk on the college budget.

Effective Date and “Teach-out” Accommodations

The pilot period ends with the Fall 2022 cohort per CSU policy. Admission to the program is suspended effective immediately. Orfalea will collaborate with Cal Poly Academic Programs and Planning to notify the CSU Chancellors’ Office regarding the cessation of the pilot program.

Orfalea will make reasonable accommodations for the Fall 2022 cohort and other remaining students enrolled in the program to complete the degree with support from Extended Education utilizing existing “teach out” reserve funding.

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